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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 2A:

I Can Make a Difference

Day 1 to Day 9



Learning
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EDUCATION

Grade Three Thematic
Module 2A: I Can Make a Difference
Home Instructor's Guide: Days 1–9 and Assignment Booklet 2A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 2A: I Can Make a Difference

In this module the student will explore how she or he can make a positive difference in the community.

Discuss the fact that Mother Nature is a name often used for nature and the natural world. Also discuss why it is necessary that people try to take care of the animals and plants in nature.

As the student works through the module, he or she will begin to understand that the world's natural environment needs to be respected and cared for and that individuals can contribute to the preservation of habitats to maintain natural populations.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Social studies outcomes include the following:

- describing how communities show concern for the natural environment
- understanding contributions that people make to a community
- understanding ways that individuals and groups can contribute to change

Science outcomes for this module include the following:

- developing an awareness that animals require different habitats to survive
- recognizing adaptations of animals
- identifying conditions that may threaten animal survival
- identifying ways that human actions can help preserve habitats
- understanding the needs of animals

The required skills and attitudes are developed through a variety of activities, including nature walks in the community and a field trip to a local habitat. The student studies the habitat and adaptations of animals, both endangered and plentiful.

English language arts skills developed in this module include the following:

- identifying ways poetry is organized
- using a dictionary to confirm meaning
- finding information to answer research questions
- experiencing various texts, including recipes, poetry, and short stories
- identifying distinguishing characteristics of texts
- applying phonetic rules to read words in context
- identifying main ideas
- revising and editing a narrative story
- experimenting with story beginnings
- identifying ways a thesaurus is organized
- scanning for information
- locating answers to questions from text
- recording facts using a web

Before beginning this module, borrow library books for shared reading, silent reading, and research. For Days 1 to 9, choose fiction and non-fiction nature books. Look under the heading Additional Resources in this Home Instructor's Guide for suggested titles. Magazines such as *Ranger Rick*, *Owl*, or *ChickaDEE* would be helpful in this module. Model the joy of reading and talk about all kinds of reading materials.

For silent reading, the student may choose books, magazines, or comic books. Help the student select reading material at his or her reading level. Teach your student how to follow the "Rule of Thumb." Follow these steps:

- Ask the student to read the first page of the story.
- Ask the student to put up a finger every time she or he comes to a word that is not immediately recognized. If the student puts up all his or her fingers and has to use a thumb, the material is too difficult, and a different book should be chosen.

To develop spelling and reading skills in this module, phonics and spelling activities focus on short and long vowel sounds.

During the year, various methods are used at different times to teach spelling:

- phonics: the study of word sounds
- morphology: the study of word patterns
- memory: the memorization of spelling list words
- context: the whole text, conversation, or situation surrounding a word (understanding that a word may have more than one meaning depending on the context)

Example 1: *Track* might mean a mark made by anything that moves. *Billy saw rabbit tracks.*

Example 2: *Track* might mean a path for running. *We have a running track behind our gym.*

- dictionary skills: abilities gained by practice in using a dictionary

Encourage better spelling by observing and pointing out the following common errors:

- letter omissions: Did the student leave out any letters or add any letters, such as *supr* for *supper*?
- letter substitutions: Did the student change one letter for another, such as a *c* for a *k*?
- homonyms: Did the student write a word that sounds the same, such as *flower* for *flour*?

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of day. If possible, enrol the student in music lessons or a local choir.

Technology

The information on the Internet is not always at the student's reading level. Help the student when he or she gathers information.

- **Read** the information with the student.
- **Print** any interesting information the student can use.
- **Gather** the information in the Writing Folder for writing and research assignments.

Physical Education and Health and Life Skills

In this module the walks in the community and in a local habitat can be included as part of the student's fitness routine.

When no specific activity is scheduled, swimming, skating, or sports such as soccer are good options. Daily fitness activities are strongly recommended. Encourage the student to practise healthy eating habits. On Day 3, you will review *Canada's Food Guide to Healthy Eating*.

Art

In this module the student

- uses colour to set the mood in a drawing or painting
- studies texture of natural objects by making leaf and bark rubbings
- uses crayons, pencils, and watercolours.

Required Materials

The student will need the following items for Module 2A:

- Module 2A Student Module Booklet
- Module 2A Assignment Booklet
- *Collections: Spreading My Wings*
- a junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- materials for cooking (See Day 3.)
- materials for shoebox habitats (See Days 4, 6, 7, and 8.)
- Internet access or books and magazines about snowy owls and burrowing owls for research projects
- atlas or globe (optional)
- map of Alberta (optional)
- *Canada's Food Guide to Healthy Eating* (optional)
- the books *Everybody Bakes Bread* or *Bread, Bread, Bread* (optional)
- thesaurus (optional)
- word-processing program on the computer (optional)
- *Grade Three Thematic Multimedia CD*

Special Activities

Animal Research

The student will use the Internet and library books to gather non-fiction information about owls.

Field Trips

Day 1: nature and fitness walk around the neighbourhood to look for animals and plants and to gather leaves

Day 3: nature and fitness walk to look at trees and make a bark rubbing

Day 4: nature and fitness walk to gather natural objects and polluting objects

Day 6: a visit to a local natural habitat to gather information about plants and animals in your area

Special Note: In Module 4 your student will need a collection of rocks. If your area is generally snowy and frozen by the time you will reach Module 4, you may want to have your student begin to gather a selection of rocks now.

The student will need rocks of different colours, sizes, and types. Gather rocks that are smooth, rough, shiny, dull, soft, and hard. Gather some small (3 cm to 10 cm) flat stones and rounded stones for a stone sculpture.

The student will also need some soil samples for Module 5. One sample should be sandy, one a rich loam, and one a clay-based soil. Also, save a sample of backyard dirt containing soil, leaves, twigs, compost, and so on.

Cooking

Day 3: cooking fry-bread (See Day 3 for a list of necessary ingredients.)

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the Daily Summaries. Not all activities will appear each day.

Additional Resources

Any of the following books are excellent choices to read aloud or for silent reading. If you choose a chapter book to read aloud, read at least a chapter a day. Read a short story or picture book at one sitting.

Fiction: Chapter Books

A Toad for Tuesday, Russell E. Erickson
The Man Who Planted Trees, Jean Giono
Don't Tell Anyone, Peg Kehret
Yellow Eyes, Rutherford Montgomery
Owls in the Family, Farley Mowat
Charlotte's Web, E. B. White

Fiction: Short Stories and Picture Books

Necklace of Stars, Veronika Martenova Charles
The Great Kapok Tree: A Tale of the Amazon Rain Forest, Lynne Cherry
Little Polar Bear, Hans de Beer
Good-Night, Owl!, Pat Hutchins
Mama, Do You Love Me?, by Barbara M. Joose
Angelo, David MacAulay
Tundra Mouse: A Storyknife Tale, Megan McDonald
Winter White, Joanne Ryder
Meeting Trees, Scott R. Sanders
Owl Moon, Jane Yolen

Non-Fiction

Owls, Timothy L. Biel
Everybody Bakes Bread, Nora Dooley
Bread, Bread, Bread, Ann Morris
The Book of North American Owls, Helen Roney Sattler
Earth Book for Kids: Activities to Help Heal the Environment, Linda Schwartz
Janice VanCleave's Ecology for Every Kid: Easy Activities That Make Learning About the Environment Fun,
Janice VanCleave

Internet

It is recommended that you check all websites prior to your student using them.

Try using the keywords *burrowing owls*, *snowy owls*, *Canada's Food Guide to Healthy Eating*, and *habitats*. You can also visit the following websites:

- *Canadian Wildlife Service* (Use the menu to look for owls.)
<http://www.cws-scf.ec.gc.ca>
- *Enchanted Learning: Snowy Owl Printout*
<http://www.enchantedlearning.com/subjects/birds/printouts/snowyowlprintout.shtml>
- *Boreal Forest Region: Alberta, Canada* (Choose *burrowing owl* from the menu at the bottom of the page.)
<http://www.raysweb.net/specialplaces/pages/boreal.html>
- *The Owl Pages*
<http://www.owlpages.com>

Computer Programs

- any encyclopedia program
- *Animal Planet* by Discovery Channel Multimedia

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 1

Learning Outcomes

The day begins with a story about a boy and his respect for the natural world in preparation for exploring ways in which communities show concern for their natural environment. Warm and cool colours are reviewed, dictionary skills are practised, the spelling pre-test is given, cursive *a* is practised, habitats are investigated, and some leaves are collected during a nature walk.

Materials You Need Today

- chart paper, chalkboard, or whiteboard
- map of Alberta (optional)

Getting Started

Prepare a chart on the chalkboard, whiteboard, or chart paper before class.

Divide a sheet of chart paper or a space on the board into two sections to make a T-chart. Write the headings "My World" and "Billy's World" at the top of the two sections. After the student looks out the window, he or she will describe what was viewed. As the student names the season, colours, objects, and people, write the words under the heading "My World."

"Billy's World"

As the student views the illustration, add words to the chart under the heading "Billy's World." The student's answers may include words such as *black, white, grey, red, winter, boy, birds, and snowflakes*.

The student finds out about the author and illustrator before beginning the story.

Read "Billy's World" before class to become familiar with the story. Billy enjoys friends, family, and school, but he feels that something is missing. When he spends time with his grandfather in the woods, Billy realizes that nature completes his life.

Ask the student to read the story. Encourage the student to use appropriate reading strategies to figure out unfamiliar vocabulary.

Dictionary Work

The student will use the dictionary to look up the meaning of three words from the story “Billy’s World.” Review alphabetical order and the use of guide words if your student does not recall how the dictionary is organized.

Spelling

The spelling word list for Days 1 to 9 includes six high-frequency short-vowel words. Say each word. Say the word in a sentence and repeat the word.

These are the spelling words:

- that
- cabin
- fish
- tracks
- end
- think

Make sure the student understands the meaning of the spelling words before you dictate them. Say the words clearly. Spelling mistakes may occur from mispronunciation.

Thinking About Habitats

The student will go on a walk near your home or in a park to look for animal and plant habitats and to gather at least five differently shaped leaves. Encourage the student to take along a pencil and notepad to make some notes about his or her observations.

To review the meaning of *habitat*, the student will look it up in the dictionary.

What I Saw

Discuss the types of habitats that surround your home. The student is asked to write the names and classification of animals that were sighted on the walk. The student also answers a question about the types of plants that were observed.

Touch, Trace, and Draw

Talk about the differences and similarities in the leaf shapes. The student is asked to arrange the leaves on a piece of paper. Allow the student to experiment to find a pleasing arrangement. After the leaves are arranged, encourage the student to study the arrangement carefully and then to draw it on another sheet of paper. The drawing should be done with attention to detail.

Make sure the leaf shapes are large enough to cover most of the page.

Day 2

Learning Outcomes

This lesson concentrates on research skills and Information and Communication Technology (ICT) outcomes. If you do not have access to the Internet at home, have the student visit a local library or school with Internet access. Spelling words are practised, long and short vowel sounds are reviewed, cursive lowercase c is practised, habitats specific to owls are investigated, and a leaf rubbing is made.

Materials You Need Today

- Internet access or books and magazines about snowy owls and burrowing owls
- pressed leaves from Day 1
- pastels or short pieces of broken crayons with the paper removed

Getting Started

Ask the student to read the poem. Explain the characteristics of haiku to the student.

- Haiku poems have three lines.
- The first line has five syllables. The second line has seven syllables. The third line has five syllables. You may want to clap the syllables to demonstrate.
- Haiku poems are about something in nature.
- The events in the poem happen in the present.

Read the poem aloud to the student. The student will tell you about the visual images that the poem describes. Discuss the poem with the student.

“Billy’s World”

The student reads several animal words from the story aloud. Help the student decode any words that are unfamiliar and then ask the student to reread the story. The student reads for details and is asked to list all the animals that appear in the story. These animals are compared to the ones that the student saw on the walk on Day 1.

Spelling

Look back to the Day 1 pre-test and point out which words were spelled incorrectly. Help the student spell the words correctly on the lines.

The student can choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are *habitat*, *forest*, *wetlands*, *adapt*, *environment*, *pollution*, *deciduous*, *coniferous*, *recycle*, *reduce*, *reuse*, and *conserve*.

Silent Reading

Encourage the student to choose books about nature.

Animal Habitats

Discuss local natural habitats with the student. You need to choose a suitable location to visit for a field trip on Day 6. Visit a nature park, ravine, pond, muskeg, forest, grassland, lake, river, or any other natural area near your community. Choose a spot where the student will be able to observe a variety of plants and animals. The student will also look for signs of pollution and littering in the local habitat.

The student researches two types of owls. It is recommended that this research be done on the Internet to fulfil technology objectives. If you do not have Internet access at home, visit a local school or library with Internet access.

The reading level on websites may be too difficult for your student. Read the information to him or her and help isolate the pertinent details. Possible websites are

- snowy owl: <http://www.cws-scf.ec.gc.ca> (Use the menu to search for *owls*.)
<http://www.enchantedlearning.com> (Search for *snowy owl*.)
- burrowing owl: <http://www.raysweb.net/specialplaces/pages/boreal.html>
- both owls: <http://www.owlpages.com> (Search by name of owl.)

Another alternative is to use a search engine such as Yahooligans or Google and the search words *snowy owl* and *burrowing owl*.

The student should save any printed material or notes that were written of information found on the Internet in his or her Writing Folder.

When the student completes the webs in the Assignment Booklet, he or she should choose one word or short phrases for each heading.

Leaf Rubbings

The student will arrange the pressed leaves on a piece of paper and then place another paper over the top and make a rubbing. Short pieces of broken crayon turned on their sides are best for doing rubbings. If you have pastel crayons, they will also work.

Story Time

Your student may enjoy the novel *Owls in the Family*. It is a wonderful story about a boy who cares for two wild owls.

Day 3

Learning Outcomes

Story structure is the first focus of the lesson. Reading and following a recipe are next. In phonics, practice with vowel sounds is continued. The cursive lowercase letter *m* is introduced. Different types of trees are identified.

Materials You Need Today

- ingredients and utensils for fry-bread
- *Canada's Food Guide to Healthy Eating* (optional)
- globe (optional)
- books about different types of breads (optional)

Getting Started

The day begins with a discussion of the different kinds of bread eaten by people around the world. Discuss the kinds of bread the student is familiar with and introduce ethnic breads such as pita bread (from the Middle East), bannock (a Native American bread), tortillas (a Mexican bread), and naan (an Indian flat bread). The books *Everybody Bakes Bread* and *Bread, Bread, Bread* are excellent sources of information about the different breads of the world.

“Billy’s World”

The student reviews story structure. The setting, characters, problem, and resolution are discussed. In the Assignment Booklet, the student uses what has been learned about story structure to tell in which part of the story a specific incident took place.

Your student reviews the four food groups outlined in *Canada’s Food Guide to Healthy Eating*. The four food groups are grain products, milk products, vegetables and fruit, and meats and alternatives. This would be an excellent time to show your student the food guide and to discuss the number of servings of each food he or she needs each day. If you do not have *Canada’s Food Guide to Healthy Eating* in your home, you can pick one up at a health unit, doctor’s office, or other health-care provider. You can also find it on the Internet at the following Health Canada website:

<http://www.hc-sc.gc.ca/>

You may want to spend some time over the next several days developing the student’s understanding of good nutrition. You may do activities such as having the student write down everything he or she eats in a daily food diary. After a few days, examine the diary with the student to determine how many servings of each food group the student ate. Discuss whether the student is meeting the guidelines in *Canada’s Food Guide to Healthy Eating*.

Involve your student in menu planning for the family. Have the student determine if the meal being prepared will provide the right nutrition for the family. Have the student examine the menu for the day. Did it meet the guidelines?

Involve the student in grocery shopping. What kinds of foods will the family need for the week’s menu? Will it provide balanced nutrition? If some food is too expensive, which other food could be substituted?

Spelling

Spelling Dictation Steps

- Prepare a space on the chalkboard or on chart paper for the spelling sentences.
- Say the list word.
- Dictate (say) the complete sentence. Repeat the list word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make corrections.
- Check the student’s work to make sure each correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

tracks: Billy saw deer tracks.

fish: Do you like to fish?

cabin: The cabin was small.

end: What is at the end of the path?

think: I think pets are fun.

that: Is that your dog?

Tree Walk

Your student goes on another nature walk today to look at trees. The terms *coniferous* and *deciduous* are introduced. The student is invited to predict what the bark of trees will look and feel like.

On the walk, the student observes trees and makes a bark rubbing of a coniferous and a deciduous tree. Bark rubbings can be done in the same manner that the leaf rubbings were done. The student should be instructed to bring some lightweight paper, crayons, and a pencil. After the rubbing has been made, the student should label it with the type of tree it is (if known) and whether it is a coniferous tree or a deciduous tree.

Day 4

Learning Outcomes

Today begins with a story about children who contribute to their community by saving and restoring a natural place. The focus is on writing a story following the steps of the writing process. The story elements are used in the planning step today. The short *u* sound is reviewed, and the cursive lowercase *n* is practised. The day ends with a nature walk to collect natural objects and polluting objects.

Materials You Need Today

- gloves and bags for gathering natural objects and polluting objects on a walk

Getting Started

Discuss why trees are important to animals and people. The student will gain further insight into the importance of forests as he or she reads the story.

“The Day They Saved Her Majesty”

The student is instructed to read each page silently and then to stop so that you can ask questions. If the student is not able to read silently, choose an appropriate way to read the story and ask the same questions.

In this story, two young children, Laker and Jimmy, save a century-old maple tree. They inspire other children and adults to reforest the land that was cleared for development and to create a park.

Page 47

What kinds of habitats did Laker and her father see when they walked through the maple forest?

Which five animals did Laker and her father see in the woods?

Why did Laker decide to call the tall, beautiful tree “Her Majesty”?

Page 48

How do you know most of the trees in Her Majesty’s forest are deciduous trees? What did Laker, Jimmy, and Mikey like to do on or near Her Majesty?

Page 49

How did Laker and her friends feel when they heard the forest outside Mapletown had been sold?

Why did the mayor sell the maple forest?

Why were the children worried about the animals?

Did the children think they could save the forest? Why?

Page 50

Why did the people just cry and look sad instead of stopping the workers?

What did Laker do?

Page 51

What did Jimmy do?

What did the townspeople do?

What reasons did the people give for saving the tree?

Page 52

How did the mayor feel when no one would listen to him?

How do we know it took many years for the forest to grow back?

How do we know that the people of Mapletown were proud of what Jimmy and Laker did to save Her Majesty?

Writing a Nature Story

The student will write a simple narrative about an animal living near the tree in the story “The Day They Saved Her Majesty.” The steps for writing stories, paragraphs, or articles are reviewed using the Writing Steps poster from the Appendix of the Student Module Booklet. Discuss the steps and hang the poster in your student’s learning area.

In the Student Module Booklet, the student plans for the story using story parts as a guideline. Encourage the student to use his or her imagination and interesting and descriptive words. After planning the story, the student writes a rough draft of it.

Walk and Collect

Before leaving on today’s fitness and nature walk, the student thinks about the change in Laker’s community that happened when the mayor decided to cut down the forest. The student expresses an opinion about what Laker’s community should have done. The student learns about some bad effects of community growth and expansion. As you walk today, discuss any examples that you see where community growth has affected natural habitats or caused pollution. Watch also for litter. Discuss the types of litter you find, and think about possible causes for the littering. It is important that the student wear gloves when gathering the collections of natural and polluting objects. Advise your student that some items, such as syringes, might be harmful and should not be handled by the student.

Day 5

Learning Outcomes

Today's lesson continues the writing process with the editing step. The study of habitats is continued. Looking for the main idea is practised, short vowel sounds continue, the cursive lowercase letter z is practised, and animal riddles are written.

Getting Started

The student discusses a short poem and thinks about good and bad reasons for cutting down trees. Discuss what your family considers good reasons for cutting down trees. Answers will vary depending upon personal and family values. Good reasons for cutting down trees may include making lumber, making paper, having a place to farm, or building new homes and businesses.

Poor reasons to cut down trees may include vandalism, needless construction, and dislike of animals that live in trees (such as squirrels).

“The Day They Saved Her Majesty”

To develop skill in retelling stories, the student is asked to summarize the story. Did the student remember the main ideas from the beginning, middle, and end of the story?

The student is also asked to compare his or her own summary with the story summary in the Student Module Booklet. Discuss how the two are similar and different. Did the student forget telling about the beginning, middle, or end of the story? Did he or she forget important ideas?

The student reads some of the most important paragraphs in the story and identifies the main idea in each. The student should have been introduced to paragraphs in grade two, but you may need to review the concept. The student should understand that the first line of a new paragraph is often indented. Sometimes spaces are left between paragraphs as well. A paragraph should deal with only one main idea. It should have a topic sentence, that is, a sentence that states the main idea. All the other sentences in the paragraph should relate to the topic sentence, supporting or explaining it. Help the student identify paragraphs in the story if necessary.

The student's interpretation of the main ideas of the paragraphs may vary; however, they should be related in some way to the information below.

- **main ideas for paragraphs on page 50**
 - first paragraph: The workers started cutting down the forest.
 - second paragraph: Everyone was sad as they watched the forest being destroyed.
 - third paragraph: Only Her Majesty remained.
 - fourth paragraph: The mayor wanted Her Majesty cut down too.
 - fifth paragraph: Laker ran toward the tree to try to save it.
 - sixth paragraph: One worker decided that he couldn't cut down the tree.
 - seventh and eighth paragraphs: Two more workers quit cutting.
 - ninth paragraph: The mayor told the bulldozer driver to doze down the tree.
- **main ideas for paragraphs on page 51**
 - first paragraph: Jimmy ran to the tree to try to save it.
 - second paragraph: Laker ran to the tree too.
 - third, fourth, and fifth paragraphs: The townspeople joined in to try to save the tree.
 - sixth paragraph: The bulldozer driver quit trying to destroy the tree.
 - seventh paragraph: The driver admitted the children were right.

- **main ideas for paragraphs on page 52**

- first paragraph: The mayor got angry.
- second paragraph: The mayor went to look for someone else to cut down the tree.
- third paragraph: People told Jimmy and Laker how brave they were.
- fourth paragraph: The townspeople stopped the development and replanted the forest.
- fifth paragraph: After a long time, the trees grew up and the forest was turned into Jimmy Laker Park.

Making a Difference

The student is encouraged to design a poster to convince people to save the forest in the story “The Day They Saved Her Majesty” before it is cut down. For more information about designing an effective poster, help the student go to the LearnAlberta.ca site at

<http://www.learnalberta.ca>

Select “Grade 3” then “Communicating Ideas Using Posters, Newspapers and Comics.” Finally, select the “Posters” section.

Story Editing

Make sure the student understands that the purpose of editing is to improve the story. All authors must do this step. After an author edits, often a professional editor will also make editing suggestions to an author. The student should view writing as a process.

Editing is more effective when there is a time lapse between the first writing and the revising. The time lapse allows for more objectivity in editing.

Closing sentences or paragraphs are often very difficult for students. The stories of young children often end abruptly. If necessary, look back at the closing paragraphs of the stories that the student has read or the closing sentences or paragraphs in picture books that you have read recently. Discuss how the author tells about what the character learned or sums up the story.

Over the next few days, the student will examine the rough copy for spelling and punctuation, sentence structure, and descriptive words. Reading a composition aloud also helps with spotting errors in sentence structure and word usage. Encourage the student to read aloud when editing.

Day 6

Learning Outcomes

This lesson extends the study of habitat and the writing process. The student does a reading response, reviews word families, practises the cursive lowercase letter *x*, and edits his or her story for mechanics. The day ends with a field trip to a special habitat.

Materials You Need Today

- gloves and bags for gathering natural objects and polluting objects on walk
- thesaurus (optional) or dictionary
- word-processing program on the computer (optional)

Getting Started

The student imagines that the tree from the story “The Day They Saved Her Majesty” had feelings.

“The Day They Saved Her Majesty”

The discussion about feelings continues. To develop vocabulary, the student uses a thesaurus to find words that mean the same as *happy* and *sad*. The student also has the opportunity to use a computer thesaurus.

The student completes a reading response form in the Assignment Booklet. This checks the student’s understanding of the story. The student will do at least one reading response in each module so that the teacher can gauge the student’s developing reading skills.

Habitat Field Trip

Be sure that the student understands all the tasks that are to be completed on the trip. Ask the student to watch for signs of pollution and litter on the way to the site as well.

The student is asked to make some predictions about the field trip. The student will look back on these predictions on Day 7. They do not have to be marked.

Day 7

Learning Outcomes

Today begins with a series of reports about how other children have become involved in preserving and restoring natural habitats. Scanning as a reading strategy is practised. Editing for complete sentences is used, vowel sounds are continued, the cursive lowercase *i* is practised, and shoebox habitats are created to compare a clean natural habitat to a polluted one.

Materials You Need Today

- notes or drawings from Day 6 field trip
- two shoeboxes
- natural and polluting objects that were gathered over the last few days
- toy animals (optional)
- *Grade Three Thematic Multimedia CD*

Getting Started

The student discusses the field trip from the point of view of the animals. The student compares his or her predictions to the animals and plants that were actually observed. In the Assignment Booklet, the student presents the information from the field trip to the teacher.

Helping the Environment

Today’s activities focus on the ways that children have helped the environment. The student reads the reports and thinks about the problems the children discovered and the ways they solved the problems.

In the report “Going Green,” the Canadian Environmental Green School program is introduced. In this program, schools are encouraged to initiate and follow through on projects that benefit the environment. When a school has done 100 projects, it becomes an official “Green School” and receives a large banner like the one in the photograph on page 53 of *Collections: Spreading My Wings*. Schools can then work toward becoming a “Jade School” for more prestige and awards.

The student reads about other children and the projects they did to improve the environment or preserve habitat.

Story Editing

After a short exercise in the Student Module Booklet, the student edits his or her own animal story for complete sentences.

Pollution

For further information on the types of pollution and the problems it causes, spend some time looking at science magazines, resource books, or Internet sites.

Your student will play the interactive “Salmon Challenge” game on the *Grade Three Thematic Multimedia* CD. Assist the student with locating the game on the CD and with understanding the instructions. If your student is struggling with reading the content, read the questions to your student. The student will learn which choices are beneficial to the environment and which are harmful.

The “Salmon Challenge” segment contains two buttons that link to external websites. These buttons are “Get Involved” and “Quit.” If you have Internet access, clicking on these buttons will take you to an external website. If you don’t have Internet access, these buttons will not work.

Shoebox Habitats

Encourage the student to create a small diorama of a natural scene. The student may use the natural objects that were gathered to help decorate the shoebox habitat. Ask the student what kinds of animals would like to live in the habitat.

The student also creates a polluted habitat using some of the polluting things that were found on the field trips.

Day 8

Learning Outcomes

Today’s lesson extends the use of scanning as a reading strategy. Spelling words are practised, short vowel sounds continue, the cursive lowercase *u* is practised, proofreading is applied to the student’s writing, and predictions about the student’s community in the future are made.

Getting Started

A story about some forest animals working together introduces the idea that people working together can accomplish more than individuals.

After reading a short story, the student thinks about possible endings and writes a sentence or two about the ending he or she chose.

Children Working Together

The student continues to read the reports from “Hoot Club Super-Projects.” The skill focus is on scanning for information and then reading more slowly for details. The student learns that this is a useful skill when doing research.

Finishing Your Story

The student reviews the editing that has been completed so far, thinks of a title for the story, and prepares to rewrite the story.

Discuss correct capitalization of titles with the student. You may want to look through the *Collections* books and other books to examine titles. Point out that all words in titles are capitalized except articles (*a, an, the*), short prepositions (such as *in, on, to*), and conjunctions (*and, but, or*). The first word in a title is always capitalized.

Remind the student that the teacher will be checking for legible printing and good spacing between words.

If your student has sufficient keyboarding skills, he or she may wish to use a word-processing program to do the final copy of the story on a computer. This is optional, as many students at this age are just beginning to develop keyboarding skills. A long story may be frustrating, and students may not do their best writing. If the story is completed using the computer, you may print it to send to the teacher or send it electronically. Arrange with the teacher beforehand which method you will use for submitting the final copy.

Working Together

The student thinks about the decisions people have to make in a community and how people can work together to accomplish things.

Discuss a time that people in your community worked together for a common goal. Any community project that benefited others in the community is applicable.

My Community in the Future

The student has an opportunity to speculate about the community's future. Discuss how the community may change in the future. How would new businesses, services, or industries change the community? What new inventions could change the community?

The student may use his or her imagination in the drawing and predictions. The student may predict things that might happen soon or things that are far in the future.

Day 9

Learning Outcomes

The lesson explores inferring as a reading strategy. Short vowel sounds are reviewed; the cursive lowercase *e* is practised; *reduce*, *reuse*, and *recycle* are introduced; and the student plans a project that will make a difference in his or her community.

Getting Started

Later today your student will have a chance to plan an environmental or community project. The student is asked to think about problems that were noticed in the community. If your student did not notice any problems in the community, you may want to discuss some environmental or social concerns in your province, in Canada, or in the world.

“Hoot Club Super-Projects”

The student continues to read for information. In this lesson the information is organized on a web. The student is asked to read to find the missing information. The student must infer some of the information as it is not always stated in the report.

Spelling

Today you will dictate the spelling list words the student has been working on. To test long-term memory of the words, do not allow the student to see or review the words before the test.

Say each word. Use the word in a sentence and, finally, repeat the word. Include any challenge words your student may also have worked on. These are the spelling words:

- that
- cabin
- fish
- tracks
- end
- think

Reduce, Reuse, Recycle

The student is introduced to the slogan “Reduce, Reuse, Recycle,” and the three ways of conserving are discussed. Various ways of accomplishing the goals of recycling, reusing, and reducing are discussed.

Making a Difference

The student begins by brainstorming ways to make a difference in the community. After the student, home instructor, and other family members have contributed ideas, the student needs to read through the ideas and cross off the impractical ones. From those that are left, help the student choose a project suitable to his or her age and abilities.

The project can be simple, such as the student taking over certain recycling chores in the family or cleaning up the garbage in a local park. It could be more complex, such as planting trees in a park, cleaning up an animal habitat, or volunteering on a community project. After the student has planned the project in the Assignment Booklet, help him or her make arrangements to follow through on it. You may even choose to make it a family or community project.

Home Instructor’s Comments

Remember to complete the Home Instructor’s Comments at the back of the Assignment Booklet before gathering and submitting the work from this part of the module.

Suggested Responses

Answers do not have to be in complete sentences.

Day 1

1. The simple picture shapes should fill the entire space.
2. The student should choose three cool colours (blues, greens, purples, greys) or warm colours (reds, oranges, yellows) to colour the picture.
3. The student should indicate if the colours the illustrator used are the same as or different from the colours he or she used.
4. "Billy's World"
5. Cora Weber-Pillwax
6. Calling Lake, Alberta
7. She can live anywhere because her writing allows her to communicate with others.
8. Matt Gould
9. white or light
10. black or dark
11. Billy is standing on a hill overlooking a lake.
12. Billy sees snowflakes, ravens, snowmobiles, and Uncle James and two friends ice-fishing.
13. Sometimes Billy feels lonely in winter.
14. The student should use the word *axe* in a complete sentence. Be sure that the student uses proper capitalization and end punctuation. An axe is a tool for chopping.
15. Haul means to pull, drag, or carry something.
16. The student should use the word *haul* in a complete sentence. Check for proper capitalization and end punctuation.
17. *World* may mean the planet Earth or everything in a person's life, such as family, friends, and nature. The second meaning is the best definition for the use of *world* in the story.
18. The student should use the word *world* correctly in a complete sentence. Check for proper capitalization and end punctuation.
19. Either answer is acceptable, depending upon how the student feels about dictionary work. The student should answer honestly. Explain that dictionary usage becomes easier with practice. Use the student's response to determine how much assistance or practice your student will need.

20. A habitat is the place where an animal or plant naturally lives or grows.
21. The student should have listed the names of animals he or she saw and the group each belongs to. For example, mouse–mammal or bee–insect. Ensure the student has correctly identified the animal groups.
22. Answers will vary depending on the types of plants the student saw.

Day 2

1. The owl is dreaming about food.
2. The lemming might be a tasty meal.
3. Animals in Billy's neighbourhood are ravens, weasels, owls, wolves, deer, moose, squirrels, bears, and coyotes. The list under the "Animals in My Neighbourhood" heading should reflect animals that actually live near your home. These animals may include pets, birds, or insects that your child observed yesterday.
4. Animals that appear on both sides of the T-chart should be written here. You may or may not have seen any animals from Billy's world.
5. the owl
6. The word *forest* should be circled.
7. The student should circle the habitat that describes your area.
8. The letters *a, e, i, o, u*, and *y* should be circled in red.
9. The words may vary depending upon which words your student spelled incorrectly.

In the words *that*, *cabin*, and *track*, the *a* should be circled.

In the words *think*, *cabin*, and *fish*, the *i* should be circled.

In the word *end*, the *e* should be circled.

The letters *a, e, i, o, u*, and possibly *y*, should be circled in the challenge words.

- | | | | | | |
|----------|----------|-------|----------|-------|----------|
| 10. cake | <u>L</u> | tam | <u>S</u> | rat | <u>S</u> |
| tag | <u>S</u> | tape | <u>L</u> | plate | <u>L</u> |
| maps | <u>S</u> | paste | <u>L</u> | flag | <u>S</u> |

11. that cabin track

Phonics

Page 25

The following pictures should be coloured:

- | | | | |
|---------|---------|-----------|--------|
| 1. fan | 3. axe | 4. hat | 6. cat |
| 7. hand | 11. bat | 12. glass | |

In the puzzle at the bottom of the page, the student should find and circle the words at the right of the puzzle. Check to see that all the words were found.

These words should be circled in the sentence and written on the lines:

1. Ann, had, at
2. ran, and, Jack
3. Dad, sand, castles
4. swam, fast, raft
5. napped, van, back

12. Answers will vary depending upon which animals were observed. The animal should be a tame pet, not a wild animal.
13. forest
14. Answers will vary. The choice should be a natural area close to your home.
15. All animals need food, shelter, water, and a suitable habitat.

Day 3

1. The student should write what his or her favourite kind of bread is. Accept any type of bread.
2. any six of the following: Billy, Uncle James, Jeannie, Pat, Dad, Mom, Cindy, Auntie, Joey, Granny, Grampa
3. Billy
4. The story takes place near a frozen lake and at a cabin in the forest.
5. Each time Billy saw a wild animal, he felt something was missing.
6. Billy understood that what he had been missing was the peace and loneliness of the bush.
7. He realized that the loneliness of the bush was not an emptiness, but a loneliness that throbbed with life.
8. Three foods mentioned in the story, "Billy's World," are chocolate ice cream, fry-bread, and strawberry jam.
9. Uncle James might bring fish from his ice-fishing trip.
10. ice cream: milk products
milk: milk products
carrots: vegetables and fruit
cabbage: vegetables and fruit
apples: vegetables and fruit
peanut butter: meat and alternatives
bran cereal: grain products
ham: meat and alternatives
bread: grain products
11. Fry-bread belongs to the grain products food group.
12. The definition may vary slightly depending upon the dictionary that was used. A recipe is a set of directions for making something to eat.
13. The definition may vary slightly depending upon the dictionary that was used. A utensil is an everyday tool.

14. The definition may vary slightly depending upon the dictionary that was used. An ingredient is one of the parts of a mixture.
15. any one of the following: sugar, flour, baking powder, or salt
16. one of the following: water, shortening, or oil
17. any three of the following: bowl, spoon, measuring spoons, measuring cup, frying pan, spatula, or paper towels
18. Three short *i* spelling list words are *cabin*, *fish*, and *think*.

Phonics

Page 27

- | | | | |
|---------|---------|---------|---------|
| 1. six | 2. pig | 3. hill | 4. fish |
| 5. city | 6. mitt | 7. bib | 8. pins |

The letter *i* should be circled in each word.

The rhyming pairs are

9. *kick* and *sick*, *rip* and *lip*, *dig* and *fig*, *bill* and *hill*
10. *hip* and *sip*, *pin* and *tin*, *pig* and *big*, *did* and *lid*
11. *wig* and *rig*, *lit* and *hit*, *dip* and *tip*, *tin* and *bin*

Phonics

Page 28

Short *a* words: lamp, an, ask, ran, map, rap, cat, back, wax, at, ham, flat

Short *i* words: hit, milk, pin, will, dish, if, Jim, sip, fish, zip, gift, tick

Day 4

1. The main parts of a tree are the roots, the trunk and branches, and the leaves or needles.
2. The student should have written the word *animals* on the trunk of the tree and, on some of the branches, reasons that trees are important to animals. Animals use trees for shelter (nests), food (berries, fruit, and leaves), and for camouflage (hiding places).
3. The student should have written the word *people* on the trunk of the tree and, on some of the branches, reasons that trees are important to people. People use trees for shelter (lumber for homes), paper (pulp made from wood), clean air (trees produce oxygen), and food (berries and fruit). Other possibilities are that people enjoy the beauty of trees, find shade under trees, and play in and around trees.
4. 47
5. *Majesty* means greatness, beauty, and dignity or an awesome quality. It is also a title for a king or queen. The student should indicate which meaning is most appropriate. Since Laker thought the tree was like a queen, the second definition is most appropriate for the story, but the first definition is also applicable.

6. The student may choose any words that would describe a woodland or forest setting.
7. The student should choose an animal and a name for the main character and then describe what he or she looks like and likes to do.
8. The student should provide a problem that the animal character faces, perhaps that the forest is being cut down to make way for development. Other problem situations are also acceptable. The problem might involve other animals.
9. The student should write about how the character will solve the problem. The solution should make sense.

Phonics

Page 29

The *u* should be circled in each of the following words:

- | | | | |
|--------|--------|--------|---------|
| 1. gum | 2. rug | 3. cup | 4. sun |
| 5. tub | 6. bug | 7. bus | 8. duck |

The following words should be written in the blank in the sentence:

- | | | | | |
|--------|---------|---------|-----------|----------|
| 9. Gus | 10. sun | 11. tub | 12. stuck | 13. luck |
|--------|---------|---------|-----------|----------|

10. The mayor decided that the community needed a new shopping mall, so the forest was to be dozed down and a mall built. The children and some adults did not want to see the trees cut down.
11. The student is expressing an opinion. Either answer is correct.
12. The student should give a reason for the opinion that he or she expressed. Reasons for saving the forest may include preserving animal habitat, preserving the beauty and peace of a natural area, or keeping a place for children to play. Reasons for building a shopping mall may include better services for the community, more businesses so people have a place to work, or a better place for community members to shop.

Day 5

1. Answers will vary. The student may visualize a bulldozer, trees crashing and falling, or the wind blowing through the trees. Accept all reasonable answers.
2. Answers will vary. The student may feel sad to see the trees destroyed, angry at the bulldozer operator, or afraid of the menacing bulldozer. Accept all reasonable answers.
3. Laker and her dad discovered a special tree in the forest.
4. Laker and her friends played games and had fun on and around the special tree.
5. The mayor told everyone that the land had been sold so a shopping mall could be built and the trees had to be cleared.
6. The student may suggest such ideas as having a town meeting, making signs, having a protest march, or meeting with the mayor to try to change his mind. Accept any reasonable strategies.

7. to turn something over: upset
your mother's brother: uncle
a hot time of the year: summer
a day of the week: Sunday
sad: unhappy

Phonics

Page 30

- | | | | |
|---------------|-----------------|-----------------|--------------|
| 1. fan fin | 2. as is | 3. bag big | 4. ham him |
| 5. hat hit | 6. bat bit | 7. lack lick | 8. tack tick |
| 9. ban bin | 10. lamp limp | 11. bad bid | 12. rag rig |
| 13. mast mist | 14. stack stick | 15. track trick | 16. pan pin |

8. The main character is a boy. The setting is a hill overlooking a lake.
9. The main character is a girl called Laker. The setting is a forest just outside Mapletown.
10. I am a heron.
11. I am a beaver.
12. I am a deer.
13. I am a racoon.
14. I am a rabbit.
15. Accept any woodland animal. Answers may include moose, elk, butterfly, bee, mosquito, duck, goose, woodpecker, robin, frog, toad, bear, chipmunk, squirrel, skunk, cougar, lynx, wolf, coyote, or fox.

Day 6

1. Answers will vary. The student may have said *happy* or *glad*.
2. Answers will vary. The student may have said *sad* or *scared*.
3. Laker and her friends were happy when they played on Her Majesty or when they played in the forest.
4. Laker and her friends were sad when they found out that the forest would be destroyed or when the men and equipment began destroying the forest.
5. Accept any words that mean the same as *happy*. Answers may include *glad*, *blissful*, *cheerful*, *contented*, *delighted*, *elated*, *gay*, *gleeful*, *merry*, *pleased*, or *overjoyed*.
6. Accept any words that mean the same as *happy*. Answers may include *glad*, *blissful*, *cheerful*, *contented*, *delighted*, *elated*, *gay*, *gleeful*, *merry*, *pleased*, or *overjoyed*.
7. The student may use any word from question 5 or question 6.
8. Accept any words that mean the same as *sad*. Answers may include *depressed*, *gloomy*, *miserable*, *cheerless*, *distressed*, *dejected*, *despairing*, *doleful*, *dolorous*, *forlorn*, or *glum*.

9. The student may use any word from question 8.
10. think: drink, rink, pink, kink, sink, blink, link, mink, wink
end: send, wend, bend, fend, lend, mend, rend, vend
track: back, crack, quack, hack, lack, Mack, knack, pack, rack, sack, tack, whack
that: at, bat, cat, chat, drat, fat, flat, hat, sat, mat, Nat, pat, rat, tat, vat

Day 7

1. baby rabbit
2. silver grey squirrel
3. The student should indicate how many of the predictions were correct.
4. 53
5. The children noticed a bank was eroding.
6. The children planted trees.
7. Matthew realized that the rainforest was disappearing.
8. Matthew and his classmates held a cake sale and raised money to preserve some of the rainforest habitat.
9. The children were tired of seeing plastic six-pack rings on the necks of birds.
10. The children gathered up all the plastic six-pack rings they could find and sent them to a recycling company.
11. The student should tell about problems that he or she has noticed in your community. The student may have noticed air, water, or soil pollution; litter; erosion; or other environmental issues.
12. The student should underline the incomplete sentences.

In the forest there lived a family of playful rabbits. They lived in a hole under the. The littlest bunny. Zoey was.

Joe and his friends often had picnics near the rabbit hole. Sometimes they threw their garbage on the ground. One day Zoey found a. She ate it and became very sick. Luckily she got better and could. Play with the other rabbits again.

13. A check mark should be placed beside the words with a short *o* sound: *lock, stop, on, mom, cot, box,* and *lot.*

The vowel *o* should be circled in each word from number 1 to 8.

- | | | | |
|-----------|---------|-----------|---------|
| 1. box | 2. top | 3. lock | 4. doll |
| 5. fox | 6. sock | 7. pop | 5. mop |
| 9. Todd | 10. on | 11. not | |
| 12. hot | 13. Dot | 14. Mom | |
| 15. rocks | 16. box | 17. Bobby | |
| 18. pond | 19. dog | 20. hop | |

- | | | | | | |
|------------|-------------------|---------|---------|----------|---------|
| 1. cut cot | 2. bid bud | | | | |
| 3. tap top | 4. lack lick luck | | | | |
| 5. an in | 6. bag bug bog | | | | |
| 7. him hum | 8. fan fin | | | | |
| 9. cat | 10. on | 11. bag | 12. run | 13. him | 14. fun |
| 15. bad | 16. top | 17. tip | 18. mop | 19. lick | 20. in |

14. The three main types of pollution are air, water, and soil pollution.
15. The student should indicate whether any examples of air or soil pollution were noticed on the field trip.
16. The student should indicate whether any examples of water pollution were noticed on the field trip.

Day 8

1. The student should write a sentence or two to tell how he or she thinks the story should end.
2. The children planned and planted a garden of prairie plants.
3. The first thing the children did was learn all they could about prairie plants.
4. Then they planted the seeds.
5. The last thing they did was transplant the plants into the playground.
6. Having a green thumb means that someone is good at growing plants.
7. The children grew bulrushes.
8. They planted bulrushes in nearby wetlands.
9. Meanie is a marmot. A marmot is a rodent that lives in the mountains or foothills.
10. The children raised money by having a raffle for a book gift certificate and holding sidewalk juice sales.

- | | | | |
|---------|---------|---------|---------|
| 1. bed | 2. pen | 3. bell | 4. tent |
| 5. ten | 6. web | 7. net | 8. hen |
| 9. den | 11. pet | 13. fed | |
| 10. pen | 12. let | 14. red | |

Students should have added one of their own words to each column with the same vowel sound.

short a

cab
tag
map
sad

short e

bed
step
jet
pen

short i

him
wig
fit
pig

short o

rock
top
box
pot

short u

nut
bus
cup
tub

- The student should write a title that describes the story. Check the title for correct capitalization.
- Either choice is correct, depending upon which the student thinks is more important to the town.
- The student may make any reasonable predictions about the future. Imaginative answers are acceptable.

Day 9

- Solution: Allison reused one envelope all year.
- Cause: People threw garbage in the pond and stream.
Solution: The children cleaned up the garbage and made a nature trail.
- Problem: Noise and fumes from vehicles bothered the children in the school yard.
Cause: There was too much traffic close to the school, and the school children had no protection from the noise and fumes of the vehicles.
Solution: The children planted a cedar hedge to screen out noise and fumes.

- | | | | | |
|----------|---------|---------|--------|--------|
| 1. nests | 2. live | 3. just | 4. can | 5. not |
|----------|---------|---------|--------|--------|

The student should write a paragraph that describes a trip she or he would like to take and that uses some of the boxed words.

4. Some things that can be recycled are milk cartons and jugs, juice cartons and bottles, liquor bottles and cans, newspaper, assorted paper including magazines and catalogues, cardboard, glass, tin cans and other metals, tires, and electronics such as televisions and computers.
5. Accept any reasonable ideas. Some ideas for reusing include the following:
 - plastic margarine containers: use to carry cold foods in lunches (They should not be used to reheat foods in the microwave.); use for pet dishes; use to store office, shop, or art supplies; use to store small toys, etc.
 - plastic bread bags: use to store homemade cookies or baked goods, use to carry things in, use to wrap leftovers in
 - clothes that don't fit anymore: take to a charity that will give them to someone who needs them, give to a friend who is smaller than you, save for a younger brother or sister, give to a group that will send them to a country where the children don't have many clothes
 - paper grocery bags: cut them and turn them inside out to wrap parcels, use them to carry other things, put newspapers or other recyclables in them
6. Answers will vary. It should be something that your family could use less of with little hardship to anyone.

ASSIGNMENT BOOKLET 2A

Grade Three Thematic
Module 2A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

3

Thematic

Assignment Booklet



Module 2A:

I Can Make a Difference

Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	
Assignment 12	

Teacher's Comments

Grade Three Thematic
Module 2A: I Can Make a Difference
Assignment Booklet 2A
Learning Technologies Branch

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**The Learning Technologies Branch
acknowledges with appreciation
the Alberta Distance Learning
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Division No. 7 for their review of
this Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Write some letter trains with **a**'s and **o**'s.

aaaaaa

ooooo

Write some **c**'s too.

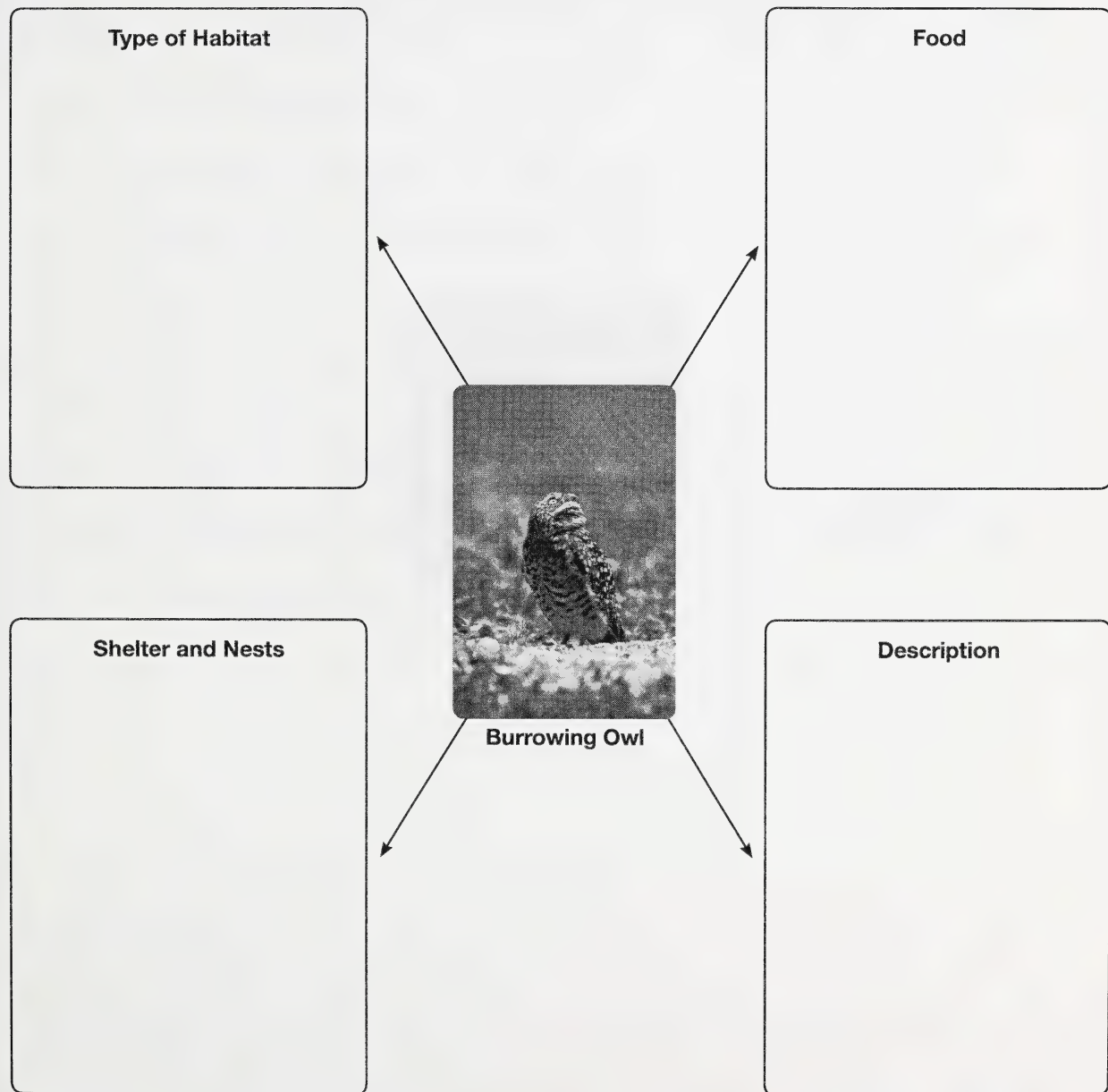
c c

Assignment 3

Owl Webs

Write the facts you find about burrowing owls and snowy owls on each web.

1. Burrowing Owl




Assignment 3

continued

2. Snowy Owl

Type of Habitat	Food



Snowy Owl

Shelter and Nests	Description

3. Tell one way the two owls are the same. _____

4. Tell one way the two owls are different. _____

Assignment 4**Story Order**

Think about the order of the story. What you know about story structure can help you.

Did each event happen at the beginning, in the middle, or at the end of the story “Billy’s World”? Write a **B** if it happened in the beginning. Write an **M** if it happened in the middle. Write an **E** if it happened at the end.

_____ Granny made fry-bread.

_____ Billy stood on a hill above a frozen lake.

_____ Billy realized he was lonely for something.

_____ Granny packed food for Grampa and Billy.

_____ Billy realized he missed the peace of the bush.

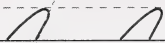
_____ Grampa told stories by the fire.

_____ Billy dreamed of wolves and owls.

_____ Uncle James was ice-fishing.

Assignment 5**Handwriting**

Practise the over-and-down stroke on the first line. Complete each line.

The image shows a set of three horizontal handwriting lines (top, middle dashed, and bottom). The letter 'a' is written twice on the top line, with dashed lines indicating the stroke direction.The image shows a set of three horizontal handwriting lines. The letter 'm' is written twice on the top line, with dashed lines indicating the stroke direction.The image shows a set of three horizontal handwriting lines. The letter 'n' is written twice on the top line, with dashed lines indicating the stroke direction.The image shows a set of three horizontal handwriting lines. The word 'no' is written on the top line, with dashed lines indicating the stroke direction.The image shows a set of three horizontal handwriting lines. The word 'am' is written on the top line, with dashed lines indicating the stroke direction.

Assignment 6

Animal Riddles

Make up riddles about three forest animals. Include information about their special adaptations and their animal group. Give at least three clues. Leave the last line blank to see if your teacher can guess the animal.

Riddle 1

I _____

I _____

I _____

I am a _____.

Riddle 2

I _____

I _____

I _____

I am a _____.

Riddle 3

I _____

I _____

I _____

I am a _____.

Assignment 7

Reading Response

Fill in the following information.

Story Title: _____

Authors: _____

Illustrator: _____

Setting: _____

Characters: _____

Problem: _____

Solution or conclusion: _____

Assignment 7 continued

Finish the sentences.

My favourite part of the story was _____

I didn't like it when _____

Circle one; then finish the sentence.

I **would** **would not** recommend this story to a friend because

Assignment 8

Field Trip Report

1. The habitat I visited is best described as _____.

2. Write the names of all the animals you saw on your trip. Include mammals, birds, insects, spiders, and amphibians, if you saw any.

mammals: _____

birds: _____

insects: _____

spiders: _____

amphibians: _____

3. Write the names of deciduous trees and coniferous trees you saw.

deciduous trees: _____

coniferous trees: _____

4. Write the names of some other plants you saw.

5. Tell about any signs of litter, pollution, or erosion that you saw.

6. What surprised you the most on your trip?

Assignment 9

Handwriting

Complete each line.

o o

z z

o o

x x

y

i i

[illegible]This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Module 2A

Assignment 11

Spelling Test

Write each word as your home instructor says it.

Assignment 12 I Can Make a Difference

What I will do: _____

When I will do it: _____

How I will do it: _____

Who will help me? _____

Put a check mark beside the things you can do.

- ☐ I can name the four food groups.
- ☐ I can edit a story.
- ☐ I can use a dictionary to find the meanings of words.
- ☐ I can tell about ways people can change communities.
- ☐ I can name types of pollution that are harmful to animals.

Student's Comments

Look back at the comments you made on your journal pages. What is the most important thing you learned in this part of the module?

What would you like to learn more about?

Check **yes** or **not yet** for each question.

The student is able to

- use guide words and find the meaning of words in a dictionary ☐ yes ☐ not yet
- identify the main idea in a paragraph ☐ yes ☐ not yet
- make inferences about a character's feelings ☐ yes ☐ not yet
- edit for spelling, capitalization, sentence structure, and meaning ☐ yes ☐ not yet
- identify environmental conditions that may threaten animal survival ☐ yes ☐ not yet
- identify the types of animals that would live in a certain habitat ☐ yes ☐ not yet
- predict future changes in the community ☐ yes ☐ not yet
- identify ways individuals and groups can contribute to improving their community ☐ yes ☐ not yet

Additional Comments

Use this space to make comments about your student's ability to observe and identify plants, animals, and environmental hazards on nature trips. Include any questions you may have.

Do you have any questions or comments about this part of the module?

Module 2A

Items to Submit

Check each item as you include it for mailing to the teacher.

☐ **Day 2:** Leaf Rubbing

☐ **Day 9:** Assignment Booklet 2A